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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**Kinder | | **Unit: 4  *MATHS (Number stories 1)*** | | | | | **Driving X Supporting Discipline-Specific** | | | | |
| **Modality**  **X Visual**  Kinaesthetic  Auditive | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  **X Process-focused**  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:** Using objects starts making simple addition and subtraction stories for some 2-number combinations to make numbers 5-9 (Cover) | | | | | | **Skills:** THINKING (Comprehension, application) | | | | | |
| **Materials:** Index cards, sets of 2 different coloured objects such as spiders, butterflies, dolphins, etc.(at least 6 of each colour) story boards, markers. | | | | | | **Grouping**  Individual  Pairs  Small group  **X Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **X Alternative**  Parallel  Stations |
| **Date:** Feb 28-Mar 4/11 | | | **Time:**  45 minutes | | |
| **Description** | | | | | | | | | | | |
| **Scaffolding. Take into account during this period the indicator for number story is not to evaluate but to cover.**  **Opening:** Sit on the floor with the half group and take one set of objects, ask the children to find all the combinations for a given number. Take into account the number they worked on last week. For example #6 -8. Draw the combinations on the board and register the equations. | | | | | | | | | | | |
| **Main Activity:** Once they’ve found all the combinations, tell them that you are going to make a number story with one combination and have them choose one. For example, “we will use 3+2=5”. Ask the chn “How many red apples? How many green?” Take a story board and START BY MODELING THE STORY; Now you all are going to help tell a story by giving me ideas. How can I begin?(children will propose) “Ok, so once upon a time there was.. a girl named Laura that had 3 red apples and 2 green apples” And ask “How many apples in all? In total? So she has 5 in all. What did we do to know what the total is? Did we add?” Take an index card and ask the chn: “What shall we draw on the card to represent this part of the story? What page of the story is this? Did we add? So what’s the equation?” and draw and write as they tell you (3+2=5).  C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RWLM9FYQ\MCj04381770000[1].wmfhttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpg http://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpg 3+2=5http://files.nireblog.com/blogs3/cannabis/files/manzana.jpg http://files.nireblog.com/blogs3/cannabis/files/manzana.jpg  Tell the chn that we need to take away a group. “ What are we going to take away, all the red or all the green apples?” what happened to them? Did she take them somewhere else? , did she give them to someone else, did they fall?” and continue… “The girl gave the green apples to his friend Pablo”  (ALWAYS MODEL WITH THE OBJECTS WHAT YOU DO TO ADD OR TAKE AWAY) and ask ; “How many apples does Laura have now? Did we add or take away? So what’s the equation? (5-3=2)(write it on the index card) What shall we draw on this index card to represent this part of the story? What page of the story is this? Let’s number this page!”  C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RWLM9FYQ\MCj04381770000[1].wmf http://files.nireblog.com/blogs3/cannabis/files/manzana.jpghttp://files.nireblog.com/blogs3/cannabis/files/manzana.jpg  http://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpg C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TFC7FBE9\MCj04381790000[1].wmf 5-3=2    And continue… “Now we have to make Pablo give the red apples back to Laura! What happened to them? How can we draw them coming back? The chn will come up with fantastic ideas (arrows etc). Choose and continue. “ Pablo returned the 3 red apples to Laura because he didn`t like them. How many apples are there in all again? In total? What shall we draw to represent this part of the story? Did we add or take away/subtract? What is the equation? (3+2=5) What page of the story is this? What number shall we write?”  C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RWLM9FYQ\MCj04381770000[1].wmf http://files.nireblog.com/blogs3/cannabis/files/manzana.jpghttp://files.nireblog.com/blogs3/cannabis/files/manzana.jpg  http://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpg C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TFC7FBE9\MCj04381790000[1].wmf 3+2=5  Continue…“We took away the 3 red apples. Now what can we take away?” and have the chn tell you, “What happened to the green apples? Did they fall? The 2 green apples fell off the girl`s basket . How many apples are left? Did we add or subtract? What shall we draw? What page is this? What is the equation? (5-3=2)  C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RWLM9FYQ\MCj04381770000[1].wmfhttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpg http://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://files.nireblog.com/blogs3/cannabis/files/manzana.jpghttp://files.nireblog.com/blogs3/cannabis/files/manzana.jpg 5-2=3   * 3+5=8   Now what can the girl do or go to have the green apples again? can she buy them in the supermarket? market place  C:\Users\Lourdes Fiazco\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RWLM9FYQ\MCj04381770000[1].wmfhttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpghttp://centros3.pntic.mec.es/~sanped14/recetas/manzana.jpg 3+2=5C:\Users\Usuario\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UYBBLQ7E\MCj02236540000[1].wmfhttp://files.nireblog.com/blogs3/cannabis/files/manzana.jpghttp://files.nireblog.com/blogs3/cannabis/files/manzana.jpg     * 3+5=8   Take all the cards and put them together as a story. “Now I am going to tell you the story you helped me write”. Read the complete story to the chn. without interruptions: ***“Once upon a time there was a girl named Laura who had 3 red apples and 2 green apples in a basket (3+2=5). Her friend Pablo came to visit her and she gave the 3 red apples to him (5-3=2) but Pablo didn`t like them so he gave them back to her (3+2=5). Now Laura has 5 apples altogether again. She was about to eat one apple, but the two green apples fell off the basket (5-2=3). So, she decided to go to the supermarket to buy two green apples and now she has 5 apples altogether again (2+3=5)”.***  As you tell the story model it by moving the objects on and off the storyboard. Show the cards to them and ask them “How many equations did we write? How many addition and how many subtraction equations?” market place | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing: Explain to them it is called number story and next time they will make their own number story using the sets of animals, toys, fruits, etc.** | | | | | | | | | | | |